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ABSTRACT

The Elmhurst College Satellite Program is a collaborative project between Elmhurst College (Illinois) and area school districts to strengthen the clinical experience component of teacher education. Each Elmhurst teacher education student is linked to a satellite school, which becomes the student's home school for clinical experiences for from 1 to 4 years. The student is linked to an entire school rather than to one classroom, as in traditional student teaching experiences. The primary objective of the program is to provide students with a required series of structured, monitored, and varied clinical experiences. An underlying principle of the Satellite Program is recognition and utilization of the contribution that experienced teachers can make to future teacher development. Adjunct faculty status is given by the college to satellite school personnel. This handbook describes the ingredients, intent, and structural flow of the teacher education program model at the college: The Teacher as a Caring Creator and Director of Learning Experiences. Included in the handbook are discussions about: clinical experiences; evening students; application procedures; observations, participation, and reflection; evaluations; and student teaching. The appendices include examples of the student application, state and college clinical experiences requirements, general clinical objectives, student log, student evaluation, policies and procedures, and individual/group role descriptions. (IAH)

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Department of Education

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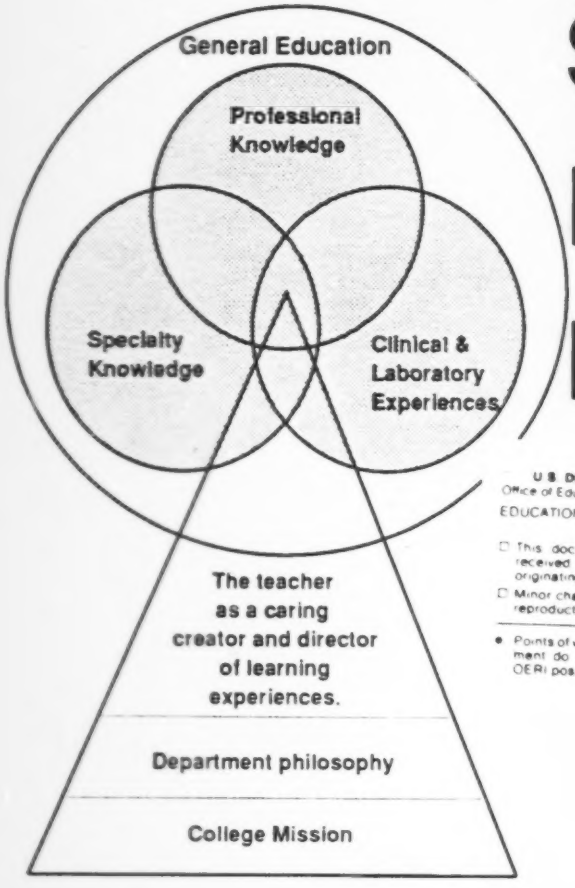

SATELLITE PROGRAM HANDBOOK

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Department of Education Theme and Program Model
The Teacher as a Caring Creator and Director of Learning Experiences

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THE ELMHURST COLLEGE

SATELLITE PROGRAM

Education Department
Elmhurst College
190 Prospect Avenue
Elmhurst, Illinois 60126
(708) 617-3545

TABLE OF CONTENTS

The Satellite Program: An Introduction 1

Department of Education Theme and Program Model 1

Department of Education Statement of Philosophy 3

What are Clinical Experiences? 4

Planning for Clinical Experiences 4

A Special I[illegible] for Evening Students 5

Acceptance in the Satellite Program: Elmhurst College 5

Acceptance in the Satellite Program: Satellite School 6

Observations, Participation, and Reflection 6

Evaluations 7

Student Teaching 8

Visiting Schools within the Satellite System 8

Appendix 10

A - Satellite Application
B - Clinical Experience
C - General Clinical Objectives
D - Student Log
E - Student Evaluation
F - Satellite Program Evaluation
G - Policies, Procedures, and Role Descriptions

The Satellite Program was initially funded in part by a grant from the Consortium for the Advancement of Private Higher Education (CAPHE) and continues to be funded in part from local individual and corporate donors.

Revised 9/1993

THE SATELLITE PROGRAM: AN INTRODUCTION

Welcome to the Elmhurst College Satellite Program, a collaborative project between the Elmhurst College Education Department and area school districts. The program was designed to strengthen the clinical experience component of teacher education at Elmhurst College.

Each Elmhurst College Satellite student is linked to a Satellite School. This school becomes the student's "home school" for clinical experiences. Within the school, a student is assigned a mentor, a teacher who supports and assists the student in clinical experiences. For some clinical experiences, the student will work directly with the mentor. For other experiences, the mentor may suggest other teachers, classrooms, or schools where visits may be made. The student will visit in other Satellite Schools as well. The culminating student teaching experience will occur in the Satellite School whenever possible.

The primary objective of the Satellite Program is to provide Satellite students the opportunity to participate in a required series of structured, monitored, and varied clinical experiences within the public schools. Students will be able to observe and participate in school activities as outlined in the clinical objectives specified in their Education Department courses. Feedback from Satellite teachers and mentors to the student on skills and growth in the clinical experiences is incorporated. This feedback early in the program helps in the assessment of the student's potential as a teacher.

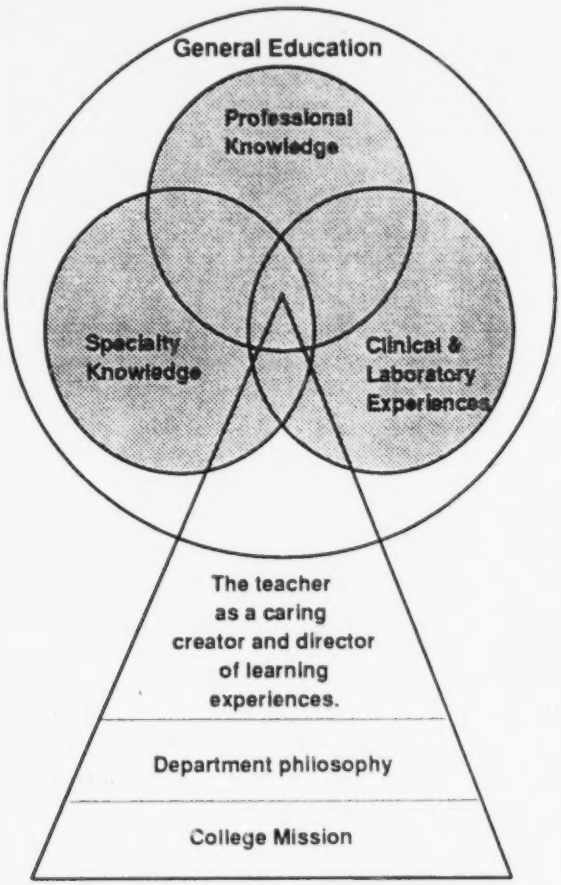
In linking a student directly to a school, the Satellite Program is providing the student with an internship in an entire school, not just a single classroom as in a traditional student teaching assignment. The student is able to spend one to four years in a school, learning about students, teachers, curriculum, and the school environment. The student is able to observe the learning process, curriculum planning, the teacher's role, and the school environment. Through this program, students will experience the support and collaboration of the school, better preparing them for their role as a professional.

Satellite teachers are linked to Elmhurst College in several ways. Recognizing the important contribution of teachers in the development of future teachers is an underlying principle of the Satellite Program. Adjunct Faculty status is given by Elmhurst College to Satellite School personnel. Training, information, and recognition sessions are held regularly and Elmhurst College faculty visit in the schools to assist wherever possible. Specific communication is provided each Term through the course syllabi, including clinical objectives, which Satellite Students receive in their Education courses and share with their mentor teachers.

DEPARTMENT OF EDUCATION THEME AND PROGRAM MODEL

The model on the following page represents the ingredients, intent, and structural flow of the teacher education program at Elmhurst College. As depicted in the model, the program is undergirded by the College's mission, the Education Department's philosophy of education and its theme. In turn, the general education requirements of the College reflect the College's mission. The Satellite Program is represented by the clinical and laboratory experience component.

THE TEACHER AS A CARING CREATOR AND DIRECTOR OF LEARNING EXPERIENCES



The Department of Education is dedicated to the challenge of preparing teachers who are:

knowledgeable in general education;

well versed about the teaching - learning process;

insightful about how students learn most effectively;

interested in children, understand and enjoy them, care about them as individuals;

sensitive to students and their needs;

creative and imaginative in their approaches to teaching;

able to see themselves as "Directors of Learning Experiences" as opposed to disseminators of information;

competent in their subject specializations and related areas;

committed to and enthusiastic about teaching and learning.

The Department's theme depicts the type of teacher that the program is designed to produce. The curriculums in each of the Department's programs (early childhood education, elementary education, secondary education, and special education) are represented by the integrated and overlapping circles within the model. Each Department program, therefore, will consist of an area of subject specialization, an area of professional knowledge (pedagogy), and an area of clinical and laboratory experiences, all of which are embedded within the general education requirements. All programs will treat the three areas and the general education requirements in an integrated manner. This will allow program students to view and comprehend the interdependence that exists between and among these areas. Students will thus be able to understand and value the interrelationship between theory and practice and will have the necessary skills and general knowledge to impart their specialty area to their students in a meaningful manner.

DEPARTMENT OF EDUCATION STATEMENT OF PHILOSOPHY

The Department of Education of Elmhurst College works within the social context of many agencies, organizations, and individuals who are committed to quality education. Within this social context, the Department has the responsibility to prepare teachers of children and youth who will work in a variety of settings. As a faculty of a liberal arts college, department personnel support the tenet that there is an identifiable body of knowledge and skills contributing to the wisdom, usefulness and compassion of humankind, and that the opportunity to learn this is a right of all human beings. The faculty agree that the teacher, with a sound philosophical base, theoretical knowledge of learning and human behavior, attitudes that foster learning, knowledge of subject matter, and a repertoire of teaching skills, can effectively impart that knowledge to the student in the classroom. The Department seeks to provide teacher education programs in early childhood, special education, elementary, and secondary education leading to the development of the teacher as a caring creator and director of learning experiences.

The Department of Education works cooperatively with instructional, administrative, and support staff across the Elmhurst campus to provide an integrated educational program. In addition, the Department recognizes its responsibility in producing teachers sensitive to social change not only locally, but on state and national levels. The Department responds to the needs and demands of the educational profession (a) by maintaining high professional standards; (b) by developing the students' sense of professional responsibility; (c) by teaching and applying sound educational theories, research, and best practices; and (d) by engaging in the generation and dissemination of new knowledge related to teaching.

WHAT ARE CLINICAL EXPERIENCES?

Clinical experiences are the field work of the Education Department. Becoming a teacher is not something that can be solely learned in a college classroom. With each Education Department class taken at Elmhurst College, clinical experiences are required. Clinical objectives are a part of every Education Department syllabus clarifying the experience and the intended learning. In this way, a student's clinical experience should relate directly to the course of study. The student can see in action the teaching and learning related to course work at the College, so course theory becomes meaningful.

Clinical experiences are mandated by the Illinois State Board of Education. For certification, a student in early childhood, elementary, or secondary education must have a minimum of 100 clinical experience hours prior to student teaching. A special education major must have a minimum of 160 hours. The Education Department faculty view these numbers as minimums and encourage students to spend as much time in clinical experiences as their personal schedules allow. Many Elmhurst College students have accumulated up to 200 hours prior to student teaching.

PLANNING FOR CLINICAL EXPERIENCES

Education Department students must carefully plan for their clinical experiences. Their schedules must be flexible to allow sufficient time on a regular basis each term in the Satellite School. As a general guideline, students should plan to spend 20-70 hours each term in clinical experiences. During advisement and registration, students should review and plan for their clinical experience requirements.

Students are encouraged to plan their Education Department courses over several terms. Careful planning will help students spread out clinical experiences, providing for more meaningful learning and avoiding unreasonable demands on time. In the event a student has a term with no Education courses, the student is still expected to maintain contact with the Satellite School and spend whatever time is possible in the school. The General Clinical Objectives (Appendix C) can help the student focus experiences in these terms.

When arranging for clinical experiences, a student should plan to spend time in class with teachers and students as well as time with teachers during non-student contact time (i.e. before or after school, lunch, or teacher planning periods). The latter provide opportunities for discussion, feedback, and reflection which are essential in the process of becoming a teacher. A student and teacher must carefully plan a schedule that provides time for this discussion. After school and evening functions may also be included in clinical experience hours. A student should plan to observe and participate in a variety of classes, subjects, and experiences, trying to maintain a schedule flexible enough to take advantage of the many learning experiences available in Satellite Schools.

The Education Department recognizes the full schedules and numerous commitments of Elmhurst College students. Clinical experiences are not designed to burden an already full schedule. They are designed as an essential component for growth and development as a future teacher. Upon enrollment in an Education Department course, the student must accept responsibility to fulfill clinical experience requirements and arrange a personal schedule facilitating that goal. Education Department faculty are committed to clinical experiences and are available to assist students in making their plans.

A SPECIAL NOTE FOR EVENING STUDENTS

Evening session students are exempt in some cases from the traditional clinical experiences due to employment during the day. Arrangements must be made to meet clinical course requirements with alternative means acceptable to the student and the instructor. Plans for meeting the ISBE minimum requirements must also be arranged with the faculty advisor and Program Director.

ACCEPTANCE IN THE SATELLITE PROGRAM - ELMHURST COLLEGE

A student begins the process of acceptance to the Satellite Program by completing the Application to the Satellite Program (Appendix A), available in the Education Department. General identifying information is required in the application, as well as a written essay. While the student may type or write the application, it must be remembered that this written document will be the first introduction to a Satellite School and first impressions are important. The completed application is returned to the Education Department where it is reviewed by both the Program Director and Satellite Program faculty. Qualifications are a GPA of 2.5 or better; passing scores on the Elmhurst College Basic Skills tests (or C or better grades in English and Math if the tests have not yet been taken), acceptable writing skills, as evidenced in the essay on the Satellite Program Application, and Program Director's approval. Any deficiencies must be noted and explained by the applicant. Conditional acceptance is considered if a student presents a reasonable plan for meeting all requirements in a timely manner.

Students will be notified by the Education Department of their application status. Three alternatives are possible:

1. A student will be notified of acceptance (or conditional acceptance) and possible placement will be discussed. Arrangements will be made for an interview at a Satellite School. If no suitable match can be made, placement will be deferred until a later date. (School profiles are maintained in a Satellite Notebook in the Education Office to provide specific information about Satellite Schools.)

2. A student will be asked to revise the application to improve its content or appearance.

3. A student will be denied acceptance in the Satellite Program. Plans will be outlined for acceptance at a later date when qualifications are met.

All Satellite Program correspondence is sent to students via campus mailboxes, unless a student does not have one. Students should check their campus boxes regularly for correspondence.

ACCEPTANCE IN THE SATELLITE PROGRAM - SATELLITE SCHOOL

After a student has been accepted by the Education Department, the application is sent to a Satellite School. The student is notified and asked to contact the school to arrange an interview with the Satellite School Committee or its representative. Flexibility is usually needed in scheduling this first meeting due to the busy and varied schedules of students and school personnel.

For this interview the student should dress professionally and be prepared for an interview similar to a job interview. Students should bring copies of current syllabi and clinical objectives to the interview, if the term has begun. If these are not yet available, a student should be prepared with a course schedule. Topics of discussion may include current activities and studies, grades levels and subjects of special interest, plans for student teaching, career goals and information about the school, its students, programs, and staff. Satellite School personnel and the student should assess their compatibility and commitment in this collaborative endeavor.

If accepted by the Satellite School, the student will be notified by the Education Department. A mentor teacher in the Satellite School will be assigned. Then it becomes the student's responsibility to arrange with the school the clinical hours and activities for the term.

All Satellite Program correspondence is sent to Satellite Schools via the contact person on the directory (Principal, Assistant Principal, or other instructional leader). The contact person is asked to disseminate information to the appropriate staff.

OBSERVATIONS, PARTICIPATION, AND REFLECTION

The general model of clinical experiences in teacher education has been one moving from initial observations to ever increasing participation experiences. While this is a logical development as the student moves from early course work toward student teaching, the Satellite Program recognizes the value of both observation and participation at all levels of the program.

In early clinical experiences, there is great value in some participation experiences along with observations. One value of the Satellite Program is early feedback on skills, growth, and potential as a teacher. These are difficult to assess if the student only observes. The student needs to develop self-assessment skills as well, and early clinical experiences help in that process. Further, when considering the individual differences of our students, they are at varying degrees of readiness for participation. Some Elmhurst College students bring a wealth of educational and life experiences to their studies and clinical experiences. These should be considered in determining readiness for various clinical experiences.

As students advance through course work, they too need a blend of observation and participation. They need experiences in working with the larger classroom group prior to student teaching. They need experiences more clearly reflecting the total instructional process of the classroom. They also need to sit back as active observers and learn from master teachers. After trying a lesson themselves, a follow-up observation of a master teacher often helps the student focus on many teaching skills previously missed. The key is that observations must be active. Students must have concrete goals and direction for their focus during observations.

Both observation and participation experiences are best understood through reflection and discussion. Students are asked to maintain journals or other assignments for thoughtful reflection. Discussion in class helps students relate theory and practice. Discussion with the teacher is also needed. A master teacher helps the novice recognize the many decisions made in the classroom and the underlying philosophical and theoretical foundations of those decisions.

Direction for clinical experiences comes first from the clinical objectives of the current course work. Additionally, the General Clinical Objectives (Appendix C) provide an overall framework for the experiences. Finally, the clinical experience requirement sheet (Appendix B) further provides some direction for the intent of clinical experiences in each course. The actual experience is best planned by the Satellite teacher and student with the guidance of the course instructor. The Satellite teacher can direct the student to focus on a specific skill during an observation. Then as the student observes and participates, he/she can focus on developing that same skill.

Possible topics for observations are: questioning techniques, higher level thinking questions and activities, strategies for effective use of time, specific skills in management and discipline, teaching methodology, learning strategies, involving all learners, communication with individuals and the whole group, grouping arrangements, motivation strategies, beginning and ending lessons, transitions, evaluation and reporting student progress.

As a novice begins teaching, the first focus is often primarily on the actual teaching. The novice may be overwhelmed by the act of teaching itself and the sense of being "on stage". As teaching becomes a more comfortable process, the novice begins to recognize the many aspects of classroom management that must be entwined in the teaching. Finally, in a logical progression, the novice begins to focus less on self and more on student learning. Assisting our students to this important understanding and skill is essential if they are to be effective teachers. Observation, participation, reflection, and assessment are all essential aspects of the clinical experiences of our future teachers. The Satellite Schools and teachers offer our students the opportunity to learn and grow in schools as professionals.

EVALUATIONS

Satellite Students will receive evaluation feedback each term in the Satellite Program. The Education Department will ask the teachers with which students are working to complete an evaluation (Appendix E) of clinical experiences and potential as a future teacher. Students

will receive a copy of each evaluation. It is suggested that teachers use the evaluation form informally throughout the term to help students recognize strengths while also setting goals and strategies for areas of improvement. This regular feedback provides the student with important information in the process of becoming a teacher. College faculty monitor each student's progress and assist in developing a plan for growth in clinical experiences.

Program evaluation is also conducted on an ongoing basis. Students and Satellite personnel are asked to complete a Satellite Program evaluation (Appendix F) in order that faculty can monitor the program. These evaluations alert faculty to problems. They help faculty recognize productive practices that may be adopted for use in other schools. They help faculty maintain a focus on the primary objectives of the Satellite Program and whether or not objectives are being met. In a collaborative program, communication is essential. Evaluations offer the opportunity for open communication regularly. Satellite students and school personnel are additionally encouraged to seek help if problems or questions arise. Course instructors, advisors, program directors and Satellite personnel are all available to assist.

STUDENT TEACHING

Whenever possible, the culminating clinical experience of student teaching will be in the Satellite School. In the case of Special Education and K-12 certification programs, one of the two placements can be in the Satellite School. Arrangements for student teaching are made in the Spring of the school year preceding student teaching. The Program Director, in reviewing applicants, will consult with Satellite personnel and the student in determining the most appropriate placement for this capstone experience. The advantages of student teaching in the Satellite School are numerous. The student is familiar with the school, the students, the curriculum, and the staff. The staff is familiar with the student as well, and can accept the student teacher based on experiences at the school, not just an application and an interview. The match with a cooperating teacher will also be carefully considered. The cooperating teacher for student teaching may be the mentor teacher, if this is deemed most appropriate. Other teachers, or other schools, may also be considered.

VISITING SCHOOLS WITHIN THE SATELLITE SYSTEM

Not all clinical experiences can or should be in one school. Students need variety in their experiences. They need variety according to the range of their major and certification. They need to recognize the variations in school philosophies, climate, curriculum, students, teachers, and communities. Experiences with students of diverse cultural and racial backgrounds are essential. For Satellite Students to experience this variety, Satellite Schools may host visiting students during a term in addition to their regular Satellite Students.

An Early Childhood major needs pre-kindergarten through grade 3 experiences; with a special education endorsement, the Early Childhood major also needs experiences in pre-kindergarten special education environments. An Elementary Education major needs primary, intermediate, and middle school or junior high school experiences. Secondary Education majors

need middle school or junior high as well as high school experiences according to their certification and endorsement areas. Special Education majors need experiences in the range of K-12 classrooms in which students with learning disorders and behavior disorders are working.

Both the specific clinical objectives from individual courses and the General Clinical Objectives provide direction for the placement. In order to arrange for these diverse experiences, students may visit within the Satellite School System. Arrangements can be made through the Satellite School or through the Elmhurst College faculty. While Satellite personnel and faculty can help students recognize and locate possible schools and classrooms, it is the student's responsibility to make the actual arrangements and schedules.

The Elmhurst College Education Department recognizes that there are many exceptional teachers and schools in this Chicagoland area that are not part of the Satellite Program. Satellite students may visit in non-Satellite Schools when appropriate, but it is recommended that these visits be carefully discussed and planned with course instructors and Satellite personnel.

A student should keep the Satellite School and the Education Department apprised of plans each term. The Education Department will assume students are working in their assigned Satellite School unless informed otherwise. Mentors in the Satellite School are the continuous link in clinical experiences and therefore need an update each term concerning the clinical experiences of their Satellite student. The Satellite Program strives to provide a collaborative approach to teacher education. For this collaboration to be successful, communication is essential. The student has the responsibility to keep both the school and the College informed concerning clinical experiences.

APPENDIX

A - Satellite Application
B - Clinical Experience
C - General Clinical Objectives
D - Student Log
E - Student Evaluation
F - Satellite Program Evaluation
G - Policies, Procedures, and Role Descriptions

Department of Education
Elmhurst College

The Teacher as a Caring Creator and Director of Learning Experiences

APPLICATION FOR ADMISSION TO THE ELMHURST COLLEGE SATELLITE PROGRAM

Name _____ Date _____

Major _____ Minor _____ Year in School _____

Session: Day _____ Evening _____ Campus Mailbox _____

Current Address and Phone _____

Permanent Address and Phone _____

Access to a car? _____ SS#_____ GPA _____

Expected Student Teaching Term _____

Program courses in education and psychology already completed_____
_____
_____

Current courses in education and psychology _____
_____
_____

WRITTEN ESSAY

Include, on separate paper, an essay discussing why you wish to become a teacher and why you feel you are well-suited to the profession. Both the content and the mechanics of your writing will be assessed for entrance into the program.

This application will be reviewed by the Education Department and then sent to a Satellite School. Final approval is determined after an interview in the Satellite School.

In case of emergency, contact: _____ _____
Name Phone

_____ _____
Name Phone

Health conditions which should be known _____

_____
Signature of Applicant

NAME _____

STUDENT ELIGIBILITY REQUIREMENTS FOR ENTRANCE INTO THE SATELLITE PROGRAM

		Requirement met
*1.	Attainment of a grade point average of 2.5 or above in both major and cumulative average.	_____
2.	Approval of the program director in which the student is enrolled.	_____
*3.	Passing scores on the DLTS basic skills tests in reading and math or grades of "C" or better in introductory college composition and math courses if the DLTS scores are not available.	_____
4.	Satisfactory completion of the Satellite Program application form, including written essay.	_____

If you have any special interests or placement preferences of which we should be aware in matching you to a Satellite School, please note them on this sheet.

Return your application to the Education Department Office at your earliest convenience. Placements will be handled as applications are received.

*Students who do not meet the eligibility standards of GPA and Basic Skills will still be considered for conditional acceptance in the Satellite Program. Please explain your plan and timeline for meeting these standards.

FOR OFFICE USE ONLY

ELMHURST COLLEGE

ACCEPTED _____ CONDITIONALLY ACCEPTED _____ NOT ACCEPTED _____

ASSIGNED TO _____ SCHOOL _____

ACCEPTED _____ CONDITIONALLY ACCEPTED _____ NOT ACCEPTED _____

Rev. 4/93

Department of Education
Elmhurst College

The Teacher as a Caring Creator and Director of Learning Experiences

CLINICAL EXPERIENCES

The Illinois State Board of Education and the State Teacher Certification Board have mandated that each student becoming certified to teach must have 100 clock hours of clinical experiences prior to the actual student teaching experience. (160 clock hours of clinical experiences are required for special education majors).

Briefly, Clinical Experiences are the part of the professional preparation for teaching which enable students to acquire practical experiences in school settings to accompany theoretical knowledge of course work.

The 100 Clock Hours can be attained in many ways. It should be noted, however, that the basic intent of the regulation is that the experiences will be related to a college course, be supervised by college faculty, be varied and sequential, and be related to public school teaching.

Minimum clinical hour requirements per course by program are as follows:

I. Course Related Experiences

ELEMENTARY AND SECONDARY PROGRAMS

COURSE	# OF HOURS	TYPES OF CLINICAL EXPERIENCES
Ed 204	15-20	Elementary...Directed Observation
	15-20	Secondary...Directed Observation
Ed 210	40-60	Directed Observation & Supervised Participation
Ed 410	35-60	D.O. & S.P.
Ed 313	10-25	D.O. & S.P.
Ed 316	10-25	D.O. & S.P.
Ed 321	10-15	D.O. & S.P.
Ed 323	15	D.O.
Ed 319, 325, 326, 330	5-10	D.O.
Psy 317	5-10	D.O.
Special Methods in Sec. Ed.	10	D.O. & S.P.
Psy 318	10	D.O.
Ed 420	40-60	D.O. & S.P.

EARLY CHILDHOOD PROGRAM

Ed 201	10-15	D.O.
Ed 204	15-20	D.O.
Ed 301	20-25	D.O. & S.P.
Ed 308	20-25	D.O. & S.P.
Ed 413	10	D.O.
Ed 318	15-20	D.O. & S.P.
Ed 323	15	D.O.
Ed 413	10	D.O.
Psy 316	10	D.O.
Speech 337	10	D.O.

SPECIAL EDUCATION

Ed 204	15-20	D.O. & S.P.
Ed 210	40-60	D.O. & S.P.
Ed 316	20	D.O. & S.P.
Ed 321	20	D.O. & S.P.
Ed 323	15	D.O. & S.P.
Ed 334	15-30	D.O. & S.P.
Ed 335	15-30	D.O. & S.P.
Ed 411	10	D.O. & S.P.
Ed 434	15-30	D.O. & S.P.
Ed 435	15-30	D.O. & S.P.
Ed 436	10	D.O.
Ed 440	20	D.O. & S.P.
Ed 307J	60	D.O. & S.P.

(or FIELD EXPERIENCE taken through College Placement & Career Planning Office with permission of Education Department Chairperson)

II. Miscellaneous

A smaller number of hours can be attained in non-college course experiences. A Department of Education staff member will determine with students on an individual basis the number of hours which would be accepted. These include:

	MAXIMUM
Church Sunday School, C.C.D., etc.	5 Hours
Summer Camp, Park, District, etc.	5 Hours
Peer Tutoring	5 Hours
Teacher Aide	25 Hours
Simulations, Role Playing, Minilab Teaching	5 Hours
Professional Conferences, School Board Meetings	
School Personnel Conferences	5-10 Hours

These miscellaneous experiences must have some relevance to the major field and student teaching area. For example, teaching adolescents to swim at a day camp would be acceptable for secondary P.E. majors but would not be acceptable for students planning to teach in a kindergarten. These experiences must have been done under supervision, must be documented by the supervisor, and the student shall not have been paid for this work.

Department of Education
Elmhurst College

The Teacher as a Caring Creator and Director of Learning Experiences

GENERAL CLINICAL OBJECTIVES
SATELLITE STUDENTS

Through clinical experiences in the schools, the Elmhurst College education student will

1. become a caring creator and director of learning experiences.
2. experience a variety of grade levels and learning environments.
3. become reflective of practice.
4. develop the skills of self-evaluation and the ability to formulate alternative strategies.
5. develop understanding of content, curriculum, resources, teaching methodologies and student experiences.
6. observe and apply principles of learning.
7. recognize attitudes that foster learning.
8. experience the multicultural classroom and school environment.
9. show ability to work with students of diverse cultural and academic backgrounds.
10. develop skills working with students in various grouping arrangements.
11. become aware of the teacher's professional roles and responsibilities in the school.
12. develop skills of collaboration with colleagues.
13. recognize the role of parents.
14. recognize the need for continued learning as a professional.
15. recognize the long range planning necessary in schools.

Also see page 3 of "The Elmhurst College Satellite Program Policies and Procedures" (Appendix G) for program objectives covering course work and clinical experiences.

3/92

CLINICAL EXPERIENCES
STUDENT LOG
DEPARTMENT OF EDUCATION

Student _____ Course Number _____

Semester/Year _____ Class (Grade/Subject) _____

School _____ District _____

Dates	No. of Hours	Type of Activity	Teacher Initials
Week 1 _____	_____	_____	_____
Week 2 _____	_____	_____	_____
Week 3 _____	_____	_____	_____
Week 4 _____	_____	_____	_____
Week 5 _____	_____	_____	_____
Week 6 _____	_____	_____	_____
Week 7 _____	_____	_____	_____
Week 8 _____	_____	_____	_____
Week 9 _____	_____	_____	_____
Week 10 _____	_____	_____	_____
Week 11 _____	_____	_____	_____
Week 12 _____	_____	_____	_____
Week 13 _____	_____	_____	_____
Week 14 _____	_____	_____	_____
Total Hours	_____		

Attested by _____ _____
Teacher Date

and/or _____ _____
Principal Date

Type of Activity

a = observation of teacher
b = work with individual student
c = work with small or large group
d = consultation with teacher
e = other _____

DEPARTMENT USE:

Verified by _____

Date _____

Assignment _____

3/92

Department of Education
Elmhurst College

The Teacher as a Caring Creator and Director of Learning Experiences

CLINICAL EXPERIENCES - STUDENT EVALUATION

Student _____ Year in College _____
School _____ Clinical Hours Completed _____
Teacher _____ Grades/Subjects _____
EC Course _____ Professor _____

Please rate the student in the following areas:

	LOW--------HIGH
1. Cooperation	1----2----3----4----5
2. Dependability	1----2----3----4----5
3. Communication	1----2----3----4----5
Oral	1----2----3----4----5
Written	1----2----3----4----5
4. Relationship with students	1----2----3----4----5
5. Relationship with school staff	1----2----3----4----5
6. Personal appearance	1----2----3----4----5
7. Degree to which clinical objectives were met (comments)	1----2----3----4----5
8. Potential for becoming a teacher: The Teacher as a Caring Creator and Director of Learning Experiences	1----2----3----4----5

STRENGTHS OF STUDENT

AREAS OF IMPROVEMENT

Signature _____ Date _____

9/93

EVALUATION OF THE SATELLITE PROGRAM
DEPARTMENT OF EDUCATION
ELMHURST COLLEGE

In the Satellite Program we have tried to improve clinical experiences for our students by addressing the issues reflected in the following survey items. Your input is essential for evaluation and improvement of the program. Please rate and comment on the following:

1. Communication between EC faculty, EC students, and Satellite Schools
   INEFFECTIVE-----EFFECTIVE
   1-------2-------3-------4-------5

2. Scheduling of EC student's clinical experiences
   DIFFICULT----------EASY
   1-------2-------3-------4-------5

3. Match between college courses and clinical experiences
   WEAK----------STRONG
   1-------2-------3-------4-------5

4. Feedback for EC students on growth and skills
   MINIMAL----------FREQUENT
   1-------2-------3-------4-------5

5. EC student's ability to participate in classroom activities
   MINIMAL----------FREQUENT
   1-------2-------3-------4-------5

6. EC student's contribution to Satellite School
   MINIMAL----------VALUABLE
   1-------2-------3-------4-------5

STRENGTHS OF SATELLITE PROGRAM

AREAS TO CONSIDER FOR IMPROVEMENT

Name_____ School_____
(Optional. Your identity does help us locate and correct any problems however.)

10/92

THE ELMHURST COLLEGE SATELLITE PROGRAM
POLICIES AND PROCEDURES
AND INDIVIDUAL/GROUP ROLE DESCRIPTIONS

A STATEMENT OF PHILOSOPHY AND PURPOSE

The Satellite Program has been designed as a collaborative program between Elmhurst College and selected public school districts for the purpose of preparing future teachers. The program is based upon the belief that the preparation of teachers is a shared responsibility among many constituencies including the teaching profession and departments of teacher education. For the outcome to be successful, the effort and commitment must be viewed as an interdependent process with each group making its own special and unique contribution.

A teacher education program has many different components. One of the primary components is the clinical experience component. This component enables teacher education students to integrate theory with practice through field observations and/or "hands-on" practice opportunities involving public school students and teachers. For course theory to be fully understood and beneficial, students will have to directly and/or vicariously experience the given theory in a genuine field setting. When such opportunities are formally and systematically arranged (for purposes of nurturing targeted competencies and desired insights regarding the teaching-learning process), chances of developing superior teachers are significantly increased. The creation of satellite schools will provide an opportunity for an array of clinical experiences for Elmhurst College education students throughout their teacher education programs including their student teaching experiences. At the same time, participating satellite schools, teachers, and their students will benefit through their association with Elmhurst College students and staff. Such association will provide valuable input, assistance, and new insights for students and teachers of satellite schools. In the process, all parties will contribute to the growth of one another, to the development of future teachers, and to the advancement of the profession through the exchange of ideas and services.

AN OVERVIEW OF THE SATELLITE PROGRAM

A selected number of public schools will participate in the satellite program. Each satellite school will have a pre-determined number of its own satellite students. These students will be identified and assigned to their satellite schools as early as possible in their teacher education programs. Their visits to their satellite schools will be made in conjunction with their college course work. Although a significant number of their hours will be earned at their satellite schools including their student teaching, students will be allowed to earn a limited number of hours in other member schools of the satellite program. Therefore, each member school will be hosting two types of students: a designated number of its own satellite students visiting on a continuous basis and program students from other satellite schools visiting for specific purposes for brief periods of time.

Seven separate constituencies are recognized within the Satellite Program -- The satellite advisory committee, the College, including the satellite program director, satellite schools, the satellite school committees, satellite teachers, satellite school administrations, and satellite students. Each constituency has a special role and responsi- bility to execute in order for the program to operate effectively. The succeeding sections will identify the visions, roles, and responsibilities of these constituencies in terms of integral components of the program.

THE SATELLITE ADVISORY COMMITTEE

The satellite advisory committee is the policy making body for the satellite program. It is made up of representatives from the participating school districts and representatives of Elmhurst College. As a committee, it will approve all policies of the satellite program. Committee members will represent their school districts and where appropriate will elicit input from their school district administrations and school boards regarding proposed satellite program policies. Adopted program policies will have the approval of the school boards of the respective satellite school districts.

ELMHURST COLLEGE/SATELLITE SCHOOLS/SATELLITE TEACHERS

PROGRAM OBJECTIVES AND PROGRAM CONTENT

The primary objective of the program is to provide Elmhurst College teacher education students (satellite students) an opportunity to participate in a required series of structured, monitored, and varied clinical experiences within the public schools. Field experiences will be a requirement of professional education course work and will be integrated into specific course clinical objectives. The program will enable satellite students to initially observe student and teacher behaviors. Subsequently, they will be able to practice specified skill behaviors with public school students and teachers within a monitored context. Provision for feedback on student "hands-on" attempts will be provided by satellite teachers based upon their observations in oral and/or written form.

Designated Elmhurst College courses will have clinical objectives for students to meet. The clinical objectives will appear on course syllabi and will be utilized as a means to integrate course theory with practice in a meaningful manner. Satellite students will be responsible for satisfying the clinical objectives within their satellite schools or within satellite schools other than their own when so designated. The clinical objectives of the respective college courses will be regarded as part of course content and as such, satellite student will be evaluated as to their performances. Student clinical evaluations will become part of their overall course grades and will be used as data for reviewing students as they apply for both the Elmhurst College Teacher Education and Student Teaching Programs.

As a result of their course work and clinical experiences, graduates of the satellite program will be able to:

1. Demonstrate knowledge in the foundations of liberal arts education -- language and thought, fine arts, natural sciences, and social sciences -- and be able to impart that knowledge in the classroom setting.

2. Apply specified professional competencies and skill in the actual classroom setting.

3. Acquire and apply new information through review and synthesis of up-to-date research, methodology, technology, materials, and techniques.

4. Assess students' needs and individualize instruction accordingly and be able to use a variety of methods, techniques to provide the instruction.

5. Incorporate appropriate activities into the educational program that respond to societal issues that affect the lives of children and youth.

6. Provide a classroom environment and teaching methodology that encourages students to become self assured individuals, independent problem solvers and decision-makers, life long learners, as well as active, creative, and joyful learners.

7. Empathize with and support families of children and youth; provide an academic and social environment for each student that is realistic, futuristic as well as humanistic; recognize and prize cultural diversity and uniqueness; respect individual family structures, beliefs, and lifestyles.

8. Cooperate with other groups in order to provide an efficient and effective, as well as appropriate, education for the child.

9. Work effectively within the administrative structure in the social context of the setting in which they teach.

10. Apply local, state, and federal guidelines to programs in operation and revise education programs when necessary to comply with regulations.

11. Evaluate their instruction and program and make revisions where necessary.

Upon receiving authorization from its district's central administration to participate in the program, the satellite school principal will be responsible for establishing a "Satellite Committee" to coordinate the program with the Elmhurst College Department of Education. The committee will be responsible for:

1. Scheduling procedures for both their own satellite students and satellite students from other schools.

2. Establishing criteria for selecting and maintaining satellite teachers that are within the general frame work of the College's selection criteria.

3. Establishing criteria for selecting satellite students.

4. Coordinating the training of satellite teachers.

5. Determining the number of students to be hosted.

6. Participating in the evaluation of the satellite program.

7. Designating a mentor for each individual satellite student. (The mentor will be the contact person for the satellite student and will assist in facilitating the student's clinical responsibilities within the satellite school).

The satellite teachers will receive from the College the Department of Education's statement of philosophy of teacher education and the general objectives of their teacher education program. During the satellite teacher training programs, examples of clinical course objectives will be presented for treatment. Supervision responsibilities of the satellite teachers will be reviewed in order to clarify the expectations of the satellite teacher assignment. At the outset of the implementation of the program, the satellite teachers will receive the clinical objectives for the courses in which their satellite students are enrolled.

PROGRAM SUPERVISION AND STUDENT EVALUATION

The satellite school committee will be responsible for the supervision of the program within its own school. Consequently, the satellite teachers will receive direction from their respective satellite school committees. In turn, satellite students will receive direction and supervision from their respective College course instructors, satellite teachers, their college program director and from the satellite program director. College course instructors will identify the number, nature, and general timing of the clinical hours to be completed as specified on their course syllabi. The college course instructors will receive input from the satellite teachers relative to their students' performances on the clinical objectives and assignments. Such input could range from a simple notation signifying a completion of assignments to that of responding to feedback forms. Such data will be computed into the students' course work and reflected in their final course grades. The clinical data will be inserted into the students' files and will be reviewed by the students and their course instructors.

The respective college program directors -- early childhood education, elementary education, secondary education, special education -- will review all feedback data on their respective program students. The data will then be used as a basis for both student remediation if needed as well as input that will become part of the students' records. All data that make up the students' records will be used to determine the students' eligibility for entrance into the College's teacher education and student teaching programs.

The satellite program director will oversee the operation of the program. As such, the director's office will ensure that all satellite teachers have the clinical course objectives of their satellite students, respond to questions from all constituencies, and serve as a liaison for the satellite schools.

The satellite teachers will supervise and monitor all satellite student visits to their respective schools. Written and/or oral feedback will be provided by them on all student visits that warrant feedback.

FORMAL AGREEMENT

The College will develop a formal agreement for presentation to the superintendents of the satellite school districts. The agreement will describe the roles and responsibilities of the College and the satellite school districts. The College will elicit input for the formal agreement from satellite district central administration offices through meetings with the satellite advisory committee. Upon acceptance of the formal agreement by their district superintendent, the satellite's school principal will agree to participate as expressed by the formal agreement. The satellite teachers will receive a copy of the agreement.

SELECTION PROCEDURES FOR SATELLITE TEACHERS AND SATELLITE TEACHER TRAINING

The College will establish general eligibility requirements for becoming a satellite teacher. It will do so in part by eliciting input from the satellite advisory committee. It will also develop a satellite program application form for interested teachers to complete. The length of term for a satellite teacher will be one year with the opportunity for renewal based upon the collective agreement of the College, the satellite school principal, and the satellite teacher. Within the parameters of the College's criteria, each satellite school committee will establish additional eligibility criteria for teachers to become satellite teachers. Interested teachers will apply to their satellite school committee for consideration to become a satellite teacher by completing and submitting the satellite application form.

Students will be selected as satellite students based upon the approval of a satellite school. Approval will be based upon a review of students' credentials as furnished by the College. Student interviews will be held at the discretion of the satellite schools.

Satellite teachers will participate in training workshops conducted by Elmhurst College. Workshop content will focus on the objectives of the satellite program, the roles and responsibilities of the satellite teachers, and the desired competencies necessary for working with satellite students. The College will elicit input from the satellite advisory committee as to when training will occur and how satellite teachers will be compensated for their time. The satellite school committee will work with the College to coordinate training. The satellite teachers will understand that participation in the training program is required.

RECOGNITION/BENEFITS/PROGRAM FUNDING/PROGRAM PROGRESSION

Satellite teachers will be granted the status of adjunct faculty and will receive all benefits due to that rank. Written recognition will be given through College publications. A recognition dinner, contingent upon program funding, will be hosted by the College for all satellite teachers and satellite committee members.

Contingent upon outside funding, each satellite school will be awarded a stipend the size of which will be dependent upon the number of satellite students it will be hosting. The stipend will be in addition to the honorarium that is normally awarded for hosting student teachers. The satellite school committees will be responsible for recognizing the work of the satellite teachers through their respective district newsletters and community publications.

The program will be initiated as a pilot program during term II of the 1990-91 academic year with the involvements of School District #4, Addison; School District #12, Roselle; School District #45, Villa Park; School District #212, Leyden; and EDSED, Addison. An enrollment of approximately 30 students will comprise the pilot group. Based upon a successful evaluation of the pilot program, additional students will be considered for each subsequent semester.

In order to launch the pilot program, each satellite school district, through its central administration, will identify a limited number of schools that will become satellite schools. In turn, each satellite school committee will identify the number of students that it will be able to accommodate. Upon completion of the pilot phase of the program, the number of involved schools and students per school will be reassessed.

PERSONNEL ROLES AND PROGRAM EVALUATION

The College will develop role descriptions for each category of personnel within the program. Such descriptions will be presented at the satellite teacher training sessions so that the satellite teachers will understand their responsibilities to their satellite students and to the College. The satellite school committees will provide information to other teachers within their respective buildings regarding the role of satellite students and satellite teachers.

The College will create an evaluative design to collect evaluative data from varying program constituencies. Appropriate program constituencies will be asked to respond to designated evaluative instruments. The data will then be collected, compiled, and analyzed by the satellite program director. Evaluative results will be reported to the satellite advisory committee.

RESOLUTION OF DISPUTES – SATELLITE STUDENTS, SATELLITE SCHOOLS AND TEACHERS, AND THE COLLEGE

Disagreements that cannot be settled between and/or among program constituents will be brought before the satellite director for review. If any of the involved parties desire to

appear the director's decision, they will be able to have their grievance reviewed and resolved by the satellite advisory committee.

ROLE DESCRIPTIONS FOR INDIVIDUALS AND GROUPS

SATELLITE ADVISORY COMMITTEE - A committee composed of representatives from each member school district of the satellite program. Each district will be represented by one voting committee member. The Committee is charged with formulating policies and procedures for the satellite program. It will monitor and review the program and recommend changes when needed.

SATELLITE SCHOOL DISTRICT CENTRAL OFFICE - The district office of the superintendent (including the district's school board). This office will approve its district's participation in the satellite program. It is the office that has final authority regarding the nature of its district's program involvements. The superintendent or designated personnel from the central office will sign the satellite program contract with Elmhurst College.

ELMHURST COLLEGE/DEPARTMENT OF EDUCATION - The Department of Education will represent Elmhurst College in the satellite program. The Department chairperson will appoint the program director. The Department and its faculty will: design clinical objectives for designated program courses, screen and process students, generate funding, grant adjunct faculty status to satellite teachers, recognize satellite schools and teachers, recommend program policies and procedures, monitor program students, collaborate in the training of satellite teachers, formulate a program evaluation design, receive and process evaluation data.

SATELLITE SCHOOLS - Schools designated by their district central offices to be utilized as such in the satellite program. Satellite schools will create satellite school committees to formulate policies and procedures to govern the satellite program within their respective schools. They will host a pre-determined number of satellite students, and at times will host satellite students from other satellite schools.

SATELLITE SCHOOL COMMITTEE - Committees composed of designated faculty and administrators within satellite schools. The committees are charged with making policies and procedures for their respective schools relative to the satellite program. All such formulated policies and procedures will guide personnel and students involved in the program and must be compatible with the program policies approved by the satellite advisory committee.

MENTORS - Employees of a satellite school who are charged with the monitoring and coordination of the activities of a satellite student or students. The mentors will be the initial contact persons for satellite students and will act in the capacities of advisors to them. The mentors will also act as liaison persons between and among the satellite teachers and the satellite students and the College in matters of general communica- tion and matters of evaluation. Mentors can also serve in the capacity of satellite teachers.

SATELLITE TEACHERS - Faculty members of a satellite school who are responsible for facilitating satellite students toward their clinical course objectives. Satellite teachers will coordinate with mentors and satellite students for the purposes of providing clinical opportunities. They will subsequently coordinate with mentors and provide feedback to satellite students and the College when appropriate.

SATELLITE SCHOOL PROGRAM DIRECTOR - An individual designated by the chairperson of the Department of Education to administer the satellite program. The director will be the contact person for all school satellite committees, members of the satellite advisory committee, and college faculty. The director will be responsible for the day to day operation of the program as formulated by the policies and procedures of the satellite advisory committee. The director will oversee the evaluation of the program on an annual basis and will adjudicate all disputes between and among program participants.

SATELLITE STUDENTS - Department of Education program students who have met eligibility requirements of the satellite program and who have been accepted by a satellite school. Satellite students will be assigned to a mentor for purposes of satisfying their clinical course objectives.